

**THE IMPLEMENTATION OF *FLY HIGH AND CATCH ME*
GAME IN TEACHING READING TO THE NINTH GRADE
STUDENTS OF SMP ISLAM DIPONEGORO SURAKARTA
IN THE ACADEMIC YEAR 2018/2019**



**Submitted as Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

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STUDENTS IN SMP ISLAM DIPONEGORO SURAKARTA IN THE
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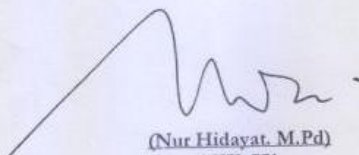
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THE IMPLEMENTATION OF *FLY HIGH AND CATCH ME* GAME
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Herewith, I testify that there is no plagoarism of the previous researchers which have been made to get bachelor degree of a univeristy and as long as the writer knows that there is also no work or opinion that has ever been composed or published by others, except those which the writing are referred in publication article and mentioned in literature review and bibliography.

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Abstrak

Penelitian ini bertujuan untuk menentukan hasil implementasi dari penggunaan permainan *Fly High and Catch Me* dalam pengajaran membaca, bagaimana prosedur permainan *Fly High and Catch Me* dalam mengajar kegiatan membaca, masalah yang dihadapi guru dari penerapan permainan tersebut dalam mengajar kegiatan membaca, Bagaimana guru memecahkan masalah yang dihadapinya dari menerapkan permainan tersebut dan tanggapan siswa terhadap penerapan permainan *Fly High dan Catch Me* dalam mengajar kegiatan membaca. Metode yang digunakan dalam penelitian ini adalah penelitian deskripsi kualitatif, dan teknik dalam pengambilan datanya melalui interview dan observasi kelas. Penelitian ini menggunakan teori dari Hadfield (1990) sebagai acuan dalam menemukan dan mengimplementasi hasil dari penggunaan game *Fly High and Catch Me* dalam pengajaran membaca. Berdasarkan analisis data, hasil dari penelitian ini menunjukkan bahwa prosedur penerapan game ini dalam kegiatan mengajar membaca adalah; murid menerbangkan pesawat, murid menerjemahkan teks dan mencari nilai moral dalam cerita, murid mempresentasikan hasil di depan kelas. Masalah yang dihadapi guru dalam menerapkan game ini adalah; beberapa siswa bergantung pada temannya yang lebih pandai dalam mengerjakan tugas, beberapa siswa hanya fokus dengan teks yang mereka dapatkan, beberapa siswa mengabaikan peraturan dari guru. Solusi yang guru lakukan dalam menyelesaikan masalah tersebut adalah; guru membagi tugas untuk kelompok yang bermasalah, guru dengan aktif mengawasi dan mendampingi siswa selama permainan berlangsung, guru memotivasi siswa, guru menekankan pada siswa untuk mencari nilai moral dalam cerita pada permainan ini. Dari penelitian ini, juga ditemukan bahwa tanggapan yang diberikan siswa dalam penerapan permainan *Fly High and Catch Me* pada kegiatan membaca sangat positif.

Kata kunci: Penerapan, permainan, pengajaran membaca

Abstract

This research aimed to determine the result of the implementation of *Fly High and Catch Me* game in teaching reading activity. The procedure of *Fly High and Catch Me* game in teaching reading activity, the problems that the teacher faced from applying the game in teaching reading activity, the solutions that the teacher had to solve the problems, and the students' responses towards the implementation of *Fly High and Catch Me* game in teaching reading activity. The method that was used in this research was descriptive qualitative, and the technique of collecting data was from interview and classroom observation. This research used the theory from Hadfield (1990) as the reference in finding and

implementing the result of the implementation of *Fly High and Catch Me* game in teaching reading activity. The procedures of the implementation of using the game in teaching reading activity were; the students flew the paper airplane, the students translated and found the moral value of the story, the students presented the result in front of the classroom. The problems faced by the teacher from applying the game in teaching reading activity were; some of the students were being careless and dependent to their smart friends, some of the students only focused on their own text, and some of the students misused the teacher's rules. The solutions that the teacher had to solve the problems that she faced in implementing the *Fly High and Catch Me* game in teaching reading activity were; the teacher divided the task in the problematic group, the teacher actively supervised and assisted the students during the game, the teacher motivated the students, and the teacher emphasized the students to find the moral value of the story in the text. The result of the study showed that all of the respondents gave very positive responses towards the implementation of the *Fly High and Catch Me* game in teaching reading activity.

Keywords: Implementation, teaching reading, game

1. INTRODUCTION

Reading is the ability to understand what students read where words have context and texts have meaning. Reading skill allows them to read proficiently, learn effectively and to conceptualize. These skill are basically based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier reading skill, students must continually focus on decoding letters and words, rather than progressing to meaning and understanding. Reading as an effective skill usually receives a special attention, this can be verified by examining high school books which are generally developed by focusing mainly on readings. Despite this fact, majority of students are not competent in reading comprehension and they usually admit having different difficulties in reading. In order to improve reading as an important skill, different researcher in different parts of the world, have determined the possible sources of the problem and have proposed different solutions to enhance students' reading comprehension.

The preliminary study was done by observation to the ninth grade students of SMP Islam Diponegoro Surakarta. Based on the observation, the researcher found that most of the students felt difficult to read the text given by

the teacher. Beside, the students could not answer the questions in the text especially several text vocabularies. So that the atmosphere in the classroom became inactive and there was no interaction between students and teacher in the learning process. Considering the condition above, the teacher tried to apply some strategies in teaching to improve reading skill. This study seeked to investigate the effect of using short stories (as a part of literature) on the reading ability of learners. The students sometimes found some difficulties to develop their reading skill especially when they have to explain the moral value of the story, because they had the lack in understanding reading that have been taught. To avoid that, teacher should make students develop their skill, make the classroom more interesting and the teacher needs some interesting technique in teaching process. According to the observation in the school by the researcher found that the English teacher used some interesting games as a teaching technique in the reading short stories activity. The researcher assumed that using games as teaching technique could give contribution in making the learning activity became enjoyable and effective. The benefits of the study are: For Theoretically, the result may be used to support the existing theory on the implementation of game technique and short story as media in teaching reading. For Practically, the findings of this study were expected to give some advantages for the students, the teacher, and other researchers. For the students, by learning reading using *Fly Hugh and Catch Me* game, the writer hoped that students could take some advantages for their reading ability and understand the meaning of a story and get more useful vocabularies. For the teachers, a contribution to English teachers concerning how to improve their quality of teaching and learning process in reading achievement, so that the objectives of the English teaching program especially in reading goals can be achieved. For other researchers, the writer hoped that she may study and get more information for the problems in improving reading comprehension.

The similarity between this research and the second previous study entitled *The Effectiveness Of Using Games In Teaching English Skills To The Fourth Grader Of Sd N Mukiran 03, Kaliwungu, Semarang* were the research

object and the research methodology. The second previous study used Games as the research object, and used observation, interview as the technique of collecting data and so as this research. The differences between this research and the second previous study was the participants. The writer of the second previous study used the students in elementary school level while this research used the ninth grade students as the participants.

The similarity between this research and the third previous study entitled *Improving English Writing Skills Through Board Games For Grade X Students In Semester 1 Of Sma Negeri 1 Pengasih In The Academic Year Of 2014/2015* was the research used game as the research object. But the differences between the second previous study and this study were the type of research and the object of the research. The writer of the first previous study used Classroom Action Research while in this research the writer used Descriptive Qualitative Research. The writer of the third previous study focused on the writing skills as the scope of the study while in this research the writer focused on the teaching reading activity.

The first research was conducted by Evi Wulan (2014) entitled Using Language Games to Improve Students' Reading Comprehension at Grade Five of MI Al Islam Tempel In The Academic Year of 2013/2014. This research is aimed at improving the students' reading comprehension at grade five of MI Al Islam Tempel in the academic year of 2013/2014. The teaching reading of grade five of MI Al Islam Tempel was through language games. To achieve the objective, collaborative work involving the researcher, the English teacher, the principal, and the students of grade five was conducted. This study was action research study consisting of two cycles. The steps of the research were: reconnaissance, planning, action and observation, and reflection. The data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the English teacher and the students of grade five, and holding discussions with the English teacher and among the research members. The instruments for gathering the data were a recorder, a camera, and interview guidelines. The data analyses were in the forms of field notes, recordings, interview transcripts, and photographs. The validity of the research was

democratic validity, outcome validity, process validity, catalectic validity and dialogic validity. The result showed that in Cycle 1 the implementation of language games were successful in improving the students' reading comprehension and their interest in reading during the teaching and learning process. However, the language games which was implemented through group work was not successful because there were some students who were not actively engaged in the group work. Therefore, the researcher improved that action by applying pair work and giving reward. Meanwhile, it was shown in Cycle II that the implementations of language games were successful in improving the students' reading comprehension and interest in reading during the teaching learning process. From the two cycles, the implementations of language games were effective to improve students' reading comprehension.

The second study was conducted by Geta Ariani (2010) entitled *The Effectiveness Of Using Games In Teaching English Skills To The Fourth Grader Of Sd N Mukiran 03, Kaliwungu, Semarang*. This report was written based on the job training done by the writer as an English teacher in SD N Mukiran 03, Kaliwungu, Semarang. This report sought to describe the process of teaching English skills by using games and to describe the effectiveness of using games in teaching English skills to the fourth grader in SD N Mukiran 03, Kaliwungu, Semarang. The data of this report were collected by observation, interview, and experience when the writer taught English lesson. The observation was done in the classroom. The interview was done toward the teachers and the students. The report revealed that applying games in teaching English to the children gave some effective benefits, especially in teaching English skills. Game is the effective method to be applied in the English class.

According to Harmer (2007: 201 - 202) the principles of reading: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5)

teacher has to match the task to the topic when using intensive reading texts, (6) good teacher exploit reading texts to the full.

Herrera and Hojel (1998:Vii) stated that games motivate children to learn language by focusing on cooperation learning in group and pair work and are excellent examples of learners centered activities.

2. METHOD

The data of this research are analyzed by using descriptive qualitative research. The subjects of this research are the english teacher and twenty students. The object of this research was *Fly High and Catch Me* game that was used by the teacher for teaching reading activity in the classroom. The researcher presents a description of the phenomena that conduct in the field naturally as field notes and interviewing. The credibility data can be checked by the triangulation technique. It is done by checking data to the same source by using different technique. For example to get the validity data about the students' reading improvement afer being taught by using *Fly High and Catch Me* game in teaching reading activity, it could be done by doing observation, then checked it by using another technique, namely conducting interview with the students and the teacher.

3. FINDING AND DISCUSSION

Based on the research findings above, there are some important components that the researcher discussed they are: the procedures of the game, the problems the teacher faced in applying the game, the solutions the teacher had to solve the problems, and the students' responses toward the implementation of the game in teaching reading activity.

3.1 The procedures of *Fly High and Catch Me* game

The procedures of the teaching reading activity using this game were The teacher gave each student a paper airplane which contained of story pieces from the six short stories separately including the titles randomly. Inside of each paper there were numbers from 1 to 6 which indicated the difference between each short story title. The students then made a circle position around the classroom to fly the

paper airplane together. After that, they had to pick one random paper airplane and find the match team into a group of 3 or 4 students. After they made a group, they had to translate the story and find the moral values of the story. To help the students in the translating process, the teacher gave each group a dictionary. In the end, each group had to present their stories in front of the classroom. When the presentation ended, the teacher conducted a small discussion and a question and answer session. This result was relevant to the findings of Geta Ariani (2010). The result showed that the steps of the teaching activity in SD Negeri Mukiran 03 Semarang were; Opening (Greeting), Warming up (explaining the materials and the game that they were about to play), Practicing (Main Activity), and Closing (evaluating and closing). This dialogue below was occurred when the researcher interviewed the teacher on Saturday, May 4th 2019:

Interviewer: *Bagaimanakah prosedur dalam permainan Fly High and Catch Me?* (How are the procedures in Fly High and Catch Me game?)

Respondent: *Pertama, anak itu melempar pesawat berisi nomor dan potongan cerita, kemudian mencari pasangan teksnya. Kemudian setiap kelompok berisi 3-4 anak itu menerjemahkan teks. Setelah itu, mereka presentasi tentang teks yang sudah di diskusikan dan dicari moral value nya. Jumlahnya 6 kelompok dan masing-masing dapat waktu 15 menit untuk presentasi. Setelah presentasi, ada sesi tanya jawab dan diskusi tentang cerita tadi.* (First, the students throw the paper airplanes consist of numbers and random story text and find the matching text. After that, the students gather with their own group and each group that consists of 3-4 students start to translate the story in Bahasa. After that, they do a presentation about the texts that have been translated and they have to find the moral values of each story. There are 6 groups and each group gets 15 minutes to do the presentation. After the presentation, there will be a discussion and question and answer session.)

3.2 The problems teacher faced in applying *Fly High and Catch Me* game

According to the research findings above, the teacher had several problems in applying *Fly High and Catch Me* game in teaching reading activity. Those were; some of the students were being careless and dependent to their smart friends, some of the students only focused on their own text, and some of the students misused the teacher's rules.

The first problem was that some of the students were being careless and dependent to their smart friends. In this case, when the teacher gave them a task to translate the story and to find the moral value of the story, the students who were being careless and dependent to their friends mostly were the students who had the low score in English lesson. That made them felt less confident in helping their friends. They also had a low interest in reading activity, because for them, reading was like a scourge. When they read a text and they didn't know the meaning, they already felt lazy and didn't want to finish reading the text.

The second problem was some of the students only focused on their own text. Most of them were the passive students. There were 6 stories that the teacher gave, and each group got 1 story. Some of the students were focused on translating and understanding their own text, meanwhile, they didn't pay too much attention to their friends presentation. So their understanding on their own text was good, but they were lack in the understanding the other stories which were as important as their text.

The third problem was some of the students misused the teacher's rules. In applying this game, the teacher didn't give any strict rules because she wanted the classroom situation became as comfortable as possible for the students. If she gave too much rules the game would be less enjoyable. The teacher allowed the students to do the task anywhere they wanted such as; the corner of the class, on the chair, on the floor, etc. It turned out, that some of the students kind of misused the freedom that the teacher gave. Some of them just laid down and didn't help their friends to do the task.

This result was relevant to the findings of Antonia Williyam, Melor Md Yunus, and Azlina Abdul Aziz (2016). The result showed that the teacher of Sekolah Kebangsaan Padawan, Malaysia might have the problems in getting the right approach to trigger the students' interest in reading activity.

This result was irrelevant to the findings of Geta Ariani (2010). The result shown that the problems faced by the teacher in in SD Negeri Mukiran 03 Semarang was the school didn't facilitate the students with textbooks. So in applying the game, the teacher and the researcher had to copy every material for

the students. The dialogue below occurred when the researcher interviewed the teacher on Saturday, May 4th 2019:

Interviewer: *Masalah apakah yang sering terjadi dalam pelaksanaan game ini?* (what are the problems that often occur when the game is conducted?)

Respondent: *Masalahnya biasanya kalo ada anak yang kemampuannya kurang kebetulan satu kelompok sama anak yang pintar mereka njagakke. Jadi beban juga buat anak yang pintar kadang ya kalo mereka satu kelompok sama anak yang kurang soalnya mereka biasanya kerjanya dapet yang gampang.* (The problems that usually occur such as when there are some students who have the lacks of ability and they get into the same group with the smart students they tend to make it all easy and be careless. This problem becomes a burden too for the smart students because the lack and careless students get the easiest job.)

3.3 The teacher's solution to solve the problems

Based on the research findings above, there were several solutions that the teacher had to solve the problems that she faced in implementing the *Fly High and Catch Me* game in teaching reading activity such as; the teacher divided the task in the problematic group, the teacher actively supervised and assisted the students during the game, the teacher motivated the students, and the teacher emphasized the students to find the moral value of the story in the text.

The first solution was occurred to help the passive and lack students to have a contribution in doing the group work. Those students might feel less confident to pick a job to do because they were not sure if they could handle it or not. So the teacher fairly divided the task for the problematic group. The teacher asked the passive and lack students to write down the vocabularies, or to write down the translation part while the other students who had a higher ability looked for the vocabulary in the dictionary and tried to arrange a better sentence.

The second solution was occurred to control the classroom situation while the game was conducted so that the game could run effectively. The teacher was actively supervised and assisted the students during the game was conducted. From the very beginning, the teacher explained briefly about the game that they would play and the rules. She made sure if the students understand about the instruction. And then, during the translating process, the teacher was actively

walked around the classroom and checked out the works of the students. When the teacher saw some students were being lazy and didn't help their friends in the group, she admonished them and made the students stay in the focus track. This way, the game could run as well as the teacher expected.

The third solution was occurred to help the passive and lack students became more confident and that their presence matter in the group work, and also to make the passive students felt that they had the equal responsibility as the other friends towards the success of the group. The teacher tried to motivate the students to keep up the good work on themselves and said that the scoring wouldn't only take from the group scoring but also from the individual scoring. When the students presented the conclusion of the story in front of the classroom, the teacher gave some positive feedbacks, constructing advices, and some repetition explaining about the mainline of the story.

The fourth solution was occurred in order to make the students felt motivated to understand the whole story well. The teacher tried to emphasize the students to find the moral value of the story in order to make the students had a better understanding of the story. The teacher believed that when the students could find the moral value of the story, they could easily answer the questions about anything mentioned in the story like "How..Who..When.." etc. In Fly High and Catch Me game the students had to find the moral value of the story, the students needed to read the whole story thoroughly and translate the story into Bahasa. In the end, they had to make a closing statement about the moral value of the story. That way, the students' understanding about the text could be way better than when they learned only by reading the story in the conventional way.

This result was relevant to the theory of Brown (2001:167-168), the roles of the teachers are to be the facilitator, controller, director, manager, resource in the teaching of reading in the classroom. In conducting this game, the teacher already fulfilled the five roles of the teacher in the reading activity. The dialogue below occurred when the researcher interviewed the teacher on Saturday, May 4th 2019:

Interviewer: *Bagaimanakah anda menyikapi masalah yang terjadi pada saat pelaksanaan game?* (How do you respond and act to solve the problems when the game is implied?)

Respondent: *Dalam mengatasi murid yang pasif/kurang saya berinisiatif untuk membagi tugas di kelompok yang “bermasalah”. Anak yang berkemampuan kurang itu dapat job untuk mencatat terjemahan, atau bagian mencari kata sulit di dalam kamus yang saya sediakan untuk setiap kelompok mendapatkan 1 kamus.* (To solve about the passive/lack students I decided to divide the task in the “problematic” group. That passive students can still get their own task to note down the translation, or looking for the difficult words in the dictionary that I provide for them. Each group gets 1 dictionary.)

3.4 The students’ responses toward the implementation of *Fly High and Catch Me* game in teaching reading activity

The teacher’s goal in using *Fly High and Catch Me* in teaching reading activity was to make the students had a better understanding in reading a short story text, especially in narrative text. The teacher wished that by using this game, the students could feel motivated, and felt excited to learn about reading. The teacher wanted to change the students’ mind sets that reading was difficult. Reading activity could be fun, entertaining, and exciting.

The students’ responses toward using this game in the reading activity were all packed in a very positive way. They felt that *Fly High and Catch Me* game could help them to understand the story better. They also liked the way they could work in a group so that they could share their ideas and the works with their friends. The students felt bored when they had to learn reading using the conventional way. By using this game, the reading activity became more fun and enjoyable. The students could understand and memorize the story and the vocabularies better when they learned using this game. Even, some of the texts often occurred in the Try Out and other exams so they felt more confident to answer the questions. Some of the students also mentioned that using this game in reading activity could help them to increase their self-confidence because in the end, they had to present the story in front of the classroom. By the presentation session, the students could get a better understanding about the six stories because

their friends had to explain the story briefly and clearly. Right after the presentation, the other students could give a feedback or a question to their friends and conducted a small discussion about the story.

This result was relevant to the findings of Antonia Williyam, Melor Md Yunus, and Azlina Abdul Aziz (2016). The result showed that in Sekolah Kebangsaan Padawan, Malaysia, the respondent were motivated during the lesson other than enjoying the lesson as they found that the games provided them pleasurable ways to learn the language. Drawing from the observation, the students displayed higher confidence including low proficiency learners as they were able to comprehend the lesson and they enjoyed working together as a team. This was proven by their willingness to express their opinions and ideas during the lesson. Hence, games helped the students to have meaningful lesson in a conducive learning environment. Based on the students' interview on Saturday, May 4th, 2019:

Question 1: “*Ketika pertama kali anda mengenal game ini apakah anda mengalami kesulitan dalam beradaptasi dengan game?*” (When the first time you knew this game, did you experience any difficulties to addapt with the game?)

Respondent 1: “*Enggak ada, gampang ini game nya hehe*” (No, this game was easy hehe)

4. CONCLUSION

The conclusion was drawn related to the research problem of the study about The Implementation of Using *Fly High and Catch Me* Game in Teaching Reading Activity for The Students at SMP Islam Diponegoro. Based on the research findings and discussion in the previous chapter, the researcher proposed some conclusions as follows:

Firstly, the game used by the teacher was *Fly High and Catch Me* game. The result of the study showed that all of the respondents gave the positive responses towards the implementation of the *Fly High and Catch Me* game in teaching reading activity. The students really enjoyed the lesson while playing this game. It could be concluded that this game could create a more fun and enjoyable

learning situation. The students could understand and memorize the story and the vocabularies better when they learned using this game.

Secondly, The process of the implementation of using *Fly High and Catch Me* game in teaching reading activity pre teaching (opening, informing), while teaching (teaching, practicing), and post teaching (evaluating, closing). The teacher's goal in using *Fly High and Catch Me* in teaching reading activity was to make the students had a better understanding in reading a short story text, especially in narrative text. The teacher wished that by using this game, the students could feel motivated, and felt excited to learn about reading. The teacher wanted to change the students' mind sets that reading was difficult. Reading activity could be fun, entertaining, and exciting.

Thirdly, The problems faced by the teacher in the implementation of using *Fly High and Catch Me* game in teaching reading activity for the ninth grade students at SMP Islam Diponegoro were some of the students were being careless and dependent to their smart friends, some of the students only focused on their own text, and some of the students misused the teacher's rules. Some of the students also had a low interest in reading activity, because for them, reading was like a scourge. When they read a text and they didn't know the meaning, they already felt lazy and didn't want to finish reading the text.

Fourthly, The solutions that the teacher had to solve the problems that she faced in implementing the *Fly High and Catch Me* game in teaching reading activity were; the teacher divided the task in the problematic group, the teacher actively supervised and assisted the students during the game, the teacher motivated the students, and the teacher emphasized the students to find the moral value of the story in the text. Those solutions were successfully applied when teacher conducted the game.

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